Making ENABLE Work

empower children. eliminate bullying.

Target group: Adults

Associate Partners
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Quick overview</td>
<td>3</td>
</tr>
<tr>
<td>Overall benefits of implementing ENABLE</td>
<td>4</td>
</tr>
<tr>
<td>ENABLE aims and objectives</td>
<td>5</td>
</tr>
<tr>
<td>What is SEL?</td>
<td>6</td>
</tr>
<tr>
<td>What is a peer support scheme?</td>
<td>6</td>
</tr>
<tr>
<td>How can a peer support scheme reduce bullying and improve behaviour?</td>
<td>7</td>
</tr>
<tr>
<td>Implementing ENABLE</td>
<td>9</td>
</tr>
<tr>
<td>Features</td>
<td>9</td>
</tr>
<tr>
<td>Benefits</td>
<td>9</td>
</tr>
<tr>
<td>Steps for implementing ENABLE</td>
<td>9</td>
</tr>
<tr>
<td>How SEL and Peer Support combines in the ENABLE programme</td>
<td>10</td>
</tr>
<tr>
<td>Barriers to success</td>
<td>10</td>
</tr>
<tr>
<td>Resources</td>
<td>11</td>
</tr>
<tr>
<td>Appendices</td>
<td>19</td>
</tr>
<tr>
<td>Some online tools you may wish to explore</td>
<td>19</td>
</tr>
<tr>
<td>Creating the right environment</td>
<td>20</td>
</tr>
</tbody>
</table>
Making ENABLE Work

Introduction

Changing the behaviour of a whole school community seems a daunting task; there are so many different views, opinions, characters and motivations. And yet behaviour management is a key component of effective teaching; it’s what many school staff do best. Every day school staff support, manage, shape and underpin children’s thinking, reactions and engagement; it’s part of the job. Yet, even in the most robust school communities, behavioural issues and bullying still occur at some level.

Whilst dealing effectively with the impact of these issues as they occur is part of a school’s duty of care, it is not the sole solution. ENABLE has been designed as a preventative approach to develop the social and emotional skills of students and school community to create a positive behavioural climate which will improve academic standards whilst reducing truancy and bullying occurrences.

Quick overview on ENABLE

ENABLE (European Network Against Bullying in Learning and Leisure Environments) is an EU-funded project which combats bullying and contributes to the wellbeing of young people aged 11-14 through social and emotional development and peer education.

ENABLE takes a holistic and sustainable approach to reducing bullying through involving students, staff and parents/carers. A set of 10 social and emotional lessons (SEL – Social and emotional learning) influences student’s behaviour by helping to develop their social and emotional skills and encouraging them to reflect on their own and their peers’ behaviour. ENABLE also educates staff, students and parents/carers about what bullying is, how to deal with it and effective measures that can be put in place to prevent it happening and minimise the impacts on the individual.

A set of 10 one-hour sessions, campaign material and peer reflection activities provide staff with a suggested progressive structure and activities to run with their selected group of student Peer Supporters. Peer Supporters run campaigns and activities which educate the whole community (including parents/carers) about bullying, encourage students to reflect on their behaviour and ultimately create a culture where students speak out about bullying, support each other and respect each other’s differences.

A Parent/Carer Pack is provided to all students which includes activities to extend their learning into the home and informs parents/carers of how they can keep their child safe, both online and offline.
Overall benefits of implementing ENABLE

Psychologist Abraham Maslow described a hierarchy of needs that he argued provides a model for understanding the need for human relations. Needs lower on the pyramid such as physical and safety needs must be met before an individual will consider higher-level needs. When emotional and physical security and safety are challenged, students will use most of their time, energy, and creativity simply trying to survive. This struggle interferes with learning. Belonging needs are often strong in school. Children need to know they are a welcome part of the class. Peer group relations substantially influence school success. It is difficult to learn in hostile classrooms and schools. ENABLE can help convert the classroom environment to one of support and belonging by creating and providing the building blocks to the creation of a supportive environment for learning.

This programme will contribute to meeting the responsibility all school and college staff have to provide a safe environment in which children can learn. Children will achieve when they feel safe and healthy, both physically and emotionally.

Research in the UK found that primary and secondary schools with a strong whole-school SEL implementation were significantly more likely to have higher attainment in tests at age 11 and in GCSEs at age 16, as well as reductions in bullying, and lower levels of truancy than schools with a limited implementation. Both children who are the victims of bullying behaviours and those who instigate or participate in bullying have poor outcomes in terms of their psychological, social, academic and physical development. There will be a reduction in bullying behaviours and victimisation for participants as a result of EL interventions.

Consistent associations are reported between bullying and other behaviour problems, for example conduct problems. Application of the ENABLE programme will provide a holistic approach to dealing with behaviours beyond bullying.

Students are quicker to detect bullying among their peers than adults, and can report bullying to an adult in the early stages to reduce the impact of bullying on the individual.

Programmes to promote social and emotional skills have been shown to have a beneficial impact on staff well-being, and can help tackle the high and rising levels of staff stress and improve staff retention.

“The overarching message is that SEAL programmes can and do have a positive impact on the experience of staff and pupils in school…. This is not a ‘quick-fix’ approach, but one that takes time, tenacity, vision and strategic leadership before the rewards are reaped.” Making secondary SEAL work – Ofsted.
ENABLE aims and objectives

The UN Convention on the Rights of the Child states the right of all children and young people under the age of 18 to be protected from being hurt and mistreated, in body or mind (Article 19). The ENABLE project also aims to reduce the likelihood of children being treated in a way that is cruel, inhuman or degrading (Article 37).

ENABLE aims to combat bullying and contribute to the well-being of children through a holistic approach that tackles bullying, not only in school but also in outside contexts that impact on well-being, engages students, parents/carers and key actors in schools, and builds on an empirical understanding of the causes and effects of bullying and effective counter-measures.

The objective is to empower and inform young people, using proven holistic approaches and innovative resources, to monitor and reflect on their own behaviour and deepen their understanding of its impact on others. It addresses victims, bystanders and perpetrators who are often victims themselves of bullying.

Key Outputs:

- A systematic review of anti-bullying methodologies, published on structured data sheets
- An accessible book on bullying and anti-bullying methodologies
- SEL lesson plans and modules, easily integrated into school curricula
- Peer training resources and courses for students, parents/carers and other key influencers
- Adaptable courses and peer training for teachers, school staff, young people
- Training sessions for parents/carers
- Training material and training for helplines and school psychologists
- Innovative on- and offline applications for youth to reflect on and counter bullying
The lessons created for the ENABLE project are designed to cover the four areas of emotional intelligence (Self Awareness – SelfA, Social Awareness – SocA, Self Management – SelfM, Relationship Management – RelM). Broadly speaking, the lessons build on previous learning, through the four above areas.

Emotional Intelligence is attributed to the work of Daniel Goleman, an American psychologist and science journalist, who in 1995 published a book entitled “Emotional Intelligence”\(^7\). This work has paved the way for educators to embrace social and emotional learning (SEL) in their schools and classrooms as an essential skill for living. A wide range of academic research supports what educators know – that SEL yields a strong benefit in academic accomplishment. Alongside this sits the evidence which shows that SEL programs improve attendance and promote positive behaviour.

What is a peer support scheme?

Peer support schemes are based on the concept of a student body offering support to their peers in some way. Peer Supporters are responsible students who are representative of the student population and want to make a difference in their school around a particular cause or issue.

Peer Supporters receive the necessary training and support to fulfil their role. Although the key to a successful Peer Supporter scheme is ensuring it is student-led, it is essential that the group has continued support and guidance from a member of staff.

In regards to bullying, Peer Supporters can play an integral role in reducing and preventing bullying in the following ways:

- Providing students with someone their own age to talk to about problems
- Supporting vulnerable students in the school by talking to them and helping them to feel safe
- Reporting incidents of bullying to staff members
- Understanding the issues that exist among their peers in relation to bullying and behaviour
- Working with and supporting students who are being bullied/have bullied someone
- Helping to review policies and procedures around bullying and behaviour
- Running activities and campaigns which educate students, staff and parents/carers about bullying, promote positive behaviour and attitudes, and encourage people to take a stand against bullying
- Educating students and parents/carers about what they can do if they or their child is being bullied
- Supporting students with the transition between schools
- Being a voice for students

Peer support schemes should always reflect the needs and structure of the environment in which they exist and are therefore never the same. However, there are a number of factors which all peer support schemes must follow to ensure they are effective. These can be found in the section below on page 19 entitled ‘Key factors to making a peer support scheme a success’.

\(^7\) [www.danielgoleman.info/topics/emotional-intelligence](http://www.danielgoleman.info/topics/emotional-intelligence)
How can a peer support scheme reduce bullying and improve behaviour?

Peer support schemes have been shown to have a number of benefits to both the school and the Peer Supporter:

- Students who are Peer Supporters gain important skills including increased self-confidence, a sense of responsibility, active listening, empathy and communication skills.
- Peer Supporters provide invaluable support to those students who may not have any or many friends.
- Peer Supporters often have more in common with students who need help than adults. Students who have been bullied therefore often find it helpful to talk to a peer.
- Students are often more likely to listen to someone their own age than an adult. Peer support schemes can therefore influence behaviour to create a positive change in the school’s culture.
- Peer support schemes can encourage a sense of positive citizenship in the school.
- Implementing a peer support scheme enhances the school’s reputation in the area as it shows the school cares about students’ well being.

Research

ENABLE’s most recent publication Bullying in Schools: A summary of research of anti-bullying initiatives brings together research findings on the phenomenon of bullying: what it is, its prevalence and prevention, anti-bullying programmes and their effectiveness, and the approach adopted in ENABLE activities: Social and Emotional Learning and Peer Support. (http://enable.eun.org/report)
Implementing ENABLE

Features

- Research-led approach
- Moderated by international experts in the field
- 10, fully-resourced SEL lessons
- A fully planned programme for Peer Supporters
- Based on proven techniques and approaches

Benefits

- Supports the creation of a whole-school climate
- Improved emotional awareness in staff and students
- Higher attainment in assessments
- Reduced truancy and bullying incidents
- Improved staff well-being

Steps for implementing ENABLE

- Identify who will lead the ENABLE programme in your school
- Use the Features and Benefits to explain to your senior leaders why your school should adopt ENABLE
- Identify which staff members will be responsible for Peer Supporters and which for SEL
- Recruit the Peer Supporters, using the section below entitled ‘Recruiting students to be Peer Supporters’
- With the ENABLE Peer Supporter trainer, plan your Peer Support programme
- With the ENABLE SEL co-ordinator, plan the implementation of the SEL modules
- Use the one-day ‘Peer Support Student Training Plan’ from the ‘Resources’ section to start the initial training with your Peer Supporters
- Deliver the Social and Emotional Learning modules with students, additional to Peer Supporters, aged 11 to 14
- Over the course of 10 weeks, meet for an hour every week with the Peer Supporters to run each of the 10 one-hour Peer Supporter sessions
- Support and encourage the Peer Supporters to run some of the suggested extension activities labelled ‘Bright Ideas’ which are attached to each of the 10 Peer Support sessions
- Based on their work and findings from the 10 sessions, Peer Supporters use the Campaign Material Pack and Peer Review Challenges provided to continue to educate their peers and promote a culture of respect and tolerance
- Share best practice, learning and training with a neighbouring school. E.g. the Peer Supporters visit local primary schools or train secondary school students
- With the support of staff, Peer Supporters train a new set of Peer Supporters each year to ensure the scheme is sustainable
How SEL and Peer Support combines in the ENABLE programme

School-wide interventions have the greatest potential to not only establish a positive school climate, but to divert students from antisocial behaviors that can become patterns that lead to negative school outcomes. When implemented consistently, they can solve 75 percent to 85 percent of student adjustment problems. The ENABLE programme ensures this through the delivery of SEL lesson plans and implementation of a peer support scheme.

The SEL lessons

- create a school environment that gives clear and positive behavioural expectations and student values
- offer support for students, teachers and staff that enable them to meet expectations

The Peer Support scheme facilitates

- student-centred instruction
- collaboration with family, community and other key stakeholders
- links with other school initiatives
- reinforcement of the messages in the SEL lessons

Barriers to success

As with all new programmes and change processes, there will inevitably be barriers to the successful implementation of ENABLE. The lists below presents some of these with some suggestions of how to tackle these potential barriers.

- **Staff engagement**
  - Start small, with a committed few - those who won’t engage may if they see the ease with which others do and get results.

- **Senior leadership buy-in**
  - This document provides you with many benefits as to why you should adopt ENABLE, there are also a wide range of research links that could be shared to convince senior leaders as to the benefits of ENABLE.

- **Student engagement**
  - In a similar way to staff, again start small, with a few committed students and then widen. Senior staff setting the climate are also key to success.

- **Parental support**
  - In many schools, parents can be difficult to involve. Identify those who will and focus your attentions on that small group.

- **Governor support**
  - Senior leadership involvement is key to ensuring governors are involved. Governors of a school, as part of the senior leadership group, also have a role to play in setting the climate of the school.

- **Inspection framework**
  - Look through any relevant inspection schedules for areas that are relevant to social, health and wellbeing. This can provide you with further reasons to adopt ENABLE.

- **Time and resources**
  - If the senior leadership team are committed to implementing ENABLE, then identifying time and resources will be much easier.

## Resources

### Overview

<table>
<thead>
<tr>
<th>SEL Lesson</th>
<th>Peer Support Sessions which compliment SEL Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Who am I?</td>
</tr>
<tr>
<td>2</td>
<td>How are you? Really?</td>
</tr>
<tr>
<td>3</td>
<td>The Nature of bullying</td>
</tr>
<tr>
<td>4</td>
<td>Reading emotions in social situations</td>
</tr>
<tr>
<td>5</td>
<td>It’s not bullying; it’s only ...</td>
</tr>
<tr>
<td>6</td>
<td>How to steer my emotions towards a positive mindset</td>
</tr>
<tr>
<td>7</td>
<td>Sowing the seed; how to shift the balance</td>
</tr>
<tr>
<td>8</td>
<td>Stealth &amp; tactics: how to make a difference</td>
</tr>
<tr>
<td>9</td>
<td>Foundations for change</td>
</tr>
<tr>
<td>10</td>
<td>What happens next?</td>
</tr>
</tbody>
</table>

- Session 7: We celebrate individuality
- Session 6: We effectively support vulnerable students
- Session 8: We look out for each other
- Session 9: We are upstanders, not bystanders to bullying
ENABLE Lesson Plan Sequence

A set of 10 Social & Emotional Learning Lessons aimed at combatting bullying in a school environment by developing the social and emotional skills of young people aged 11-14

Lesson One: Who am I?
Understanding the fundamentals of the programme; how our emotions influence who we are and how we are viewed by others.

Lesson Two: How are you? Really?
Understanding the characteristics of emotions; labelling and grouping them.

Lesson Three: The nature of bullying
To understand what bullying is and why it happens.

Lesson Four: Reading emotions in social situations
Identify the emotions of others. Develop a vocabulary to identify and describe emotions that develop in different situations.

Lesson Five: It’s not bullying; it’s only...
Understanding the strategies used to excuse or hide bullying and the impact on others.

Lesson Six: How to steer my emotions towards a positive mindset
To develop an understanding of how a positive mindset can influence my responses and feelings and that I have the power to change my emotional response.

Lesson Seven: Sowing the seed; how to shift the balance
In bullying situations, identify people whose behaviour can be positively influenced. Develop strategies that begin to change the dynamic and move towards a positive outcome.

Lesson Eight: Stealth & tactics: how to make a difference
Developing strategies for overcoming barriers to success. Sustaining a strategy to a positive conclusion. Identifying success.

Lesson Nine: Foundations for change
Review any progress that has been made. Paving the way to goal setting.

Lesson Ten: What happens next?
From the assessment results, identify areas for personal development and set goals. Plan a strategy for achieving those goals. Feedback on the whole programme. What happens next?
The lessons are accompanied by an overview document which aims to help staff understand the intentions behind the general structure of each lesson. Each lesson is clearly broken down into an introduction, some learning activities, and a closing and is accompanied by a range of further opportunities for learning, such as websites, apps, films etc. It is anticipated that those delivering the lesson will use their own professional judgement and select activities suitable for their learners, adding any experiences or activity ideas that they may personally bring.

With all sequences of lesson plans, it is expected that schools and staff members will adapt and amend the resources to meet the needs of their learners. The lessons have been designed as a sequence of lessons, building skills in Self-Awareness and Social Awareness, followed by Self Management and finally Relationship Management. However this does not mean that the sequence is prescriptive, but that schools should ensure that in adapting this resource to fit their school and the needs of their learners, due care and attention is given to ensuring that students skills are nurtured in accordance with the planned sequence.

Within each lesson, a range of activity suggestions has been provided. This is not an exhaustive list, nor should it be treated as a checklist within a lesson. Staff are encouraged to use their own professional judgement to plan activities suitable for their learners. This may mean adapting the proposed idea by using a different learning approach or incorporating one of the suggested activity ideas from the end of the lesson plan. We cannot stress enough the value of making provision for school staff to adapt these resources to suit their context.

The role of the SEL Lead

- Work with the ENABLE Lead and the senior leadership team to identify how the modules will be delivered within your school
- Create the curriculum map, identifying where ENABLE modules will fit within the existing long term plans
- Identify Continued Professional Development (CPD) requirements for staff delivering SEL modules
- Monitor the delivery of the ENABLE SEL modules
- Support staff members to deliver the SEL Modules
- Involve other staff members and parents/carers in the SEL modules to help ensure a whole school approach

Ensuring staff members are skilled in SEL

- Assess current skills in SEL through the use of a skills inventory
- Review responses from staff
- Identify opportunities for CPD and discuss with senior leaders
- Initiate CPD and support those requiring support

Key factors to SEL success

- Ensure that there is an open culture around discussion of bullying
- Limits of acceptable and unacceptable behaviour
- Provide clear and effective reporting routes for students
- Undertake activities to improve awareness
- Students empowered to speak out
- Ensure that there is wider whole school involvement
- Cultivate strong relationships with external agencies

15 http://hes.plymouth.ac.uk/seal/resources/appndx2/sns_ssealsd0004307.pdf
Making ENABLE Work

Involving parents/carers in SEL

- Understand parental/carer concerns by conducting a survey
- Involve parent and teacher associations
- Talk to parents/carers – consultation evenings, open evening, at other times when students are performing to parents/carers
- Keep parents/carers updated through the use of existing communication routes
- Ask students to complete the take-away tasks and involve parents/carers in the tasks

Assessing progress

Questionnaire

A questionnaire has been made available as part of the lesson resources. This could be used as a lesson resource to stimulate discussion or in conjunction with the feedback form as a ‘marked’ awareness raising pre/post assessment. The questionnaire has been based on a range of social and emotional skill assessments, but has been written in ‘child-friendly’ language in order to make it more accessible to young people. Should a school choose to use the questionnaire, it is recommended that the school contacts the parents/carers of the students to inform them of the planned use of the information.

Whilst the questionnaire forms part of Lessons One and Nine and is presented as a lesson resource, it lends itself well to an individual assessment tool and it is for this reason that a feedback form has been produced. School staff members may choose to deliver the questionnaire in a lesson as a stimulus prompt for discussion, in a flipped classroom style approach, before the session, or may indeed, use an online tool to deliver and ‘mark’ the assessment. Staff could consider one of the many online Survey forms available as a mechanism to deliver and record responses.

Providing feedback to students on a completed questionnaire has presented one of the more significant challenges in this project. Attitudes, culture and approaches differ across countries. In many ways, this should be left to the school to decide whether or not individual feedback is appropriate for the students involved. The feedback provided is intended to support a young person in understanding his/her own characteristics rather than highlight what s/he can or cannot do.
What makes the questionnaire so interesting is the opportunities it presents to help staff understand their students better. An electronic analysis of the responses can provide some interesting insights into the abilities of those completing it. Whilst this is not designed to be a research tool or project, the information the questionnaire can provide may be of use. It is recommended that, should you choose to use the questionnaire, it is completed or recorded electronically in a spreadsheet in order that the staff member/school may be more able to identify trends in the responses. Indeed a school may wish to extend this further and make use of online survey tools in order to capture the information from student responses more readily.

**Impact Metrics**

As with any strategy or intervention, it is important for schools to assess the impact of the approach on students and record any progress made. For this type of programme it is important to consider capturing both qualitative and quantitative data to build a complete picture of the impact. Therefore, in addition to the questionnaire (whether is is selected for use or not) there are a range of mechanisms schools could adopt to measure the impact of the ENABLE programme. For example, staff could:

- Record observations
- Support the creation of student logs
- Hold a series of interviews or discussions
- Look for a range of indicators such as reduced numbers of recorded bullying incidents, or trends in truancy
- Seek student evaluation
Peer Supporter scheme resources

The role of the Staff Peer Support Lead
- Ensure senior leadership team commitment to establishing the Peer Support scheme and running the set of 10 SEL modules
- Organise the Peer Supporter selection process
- Run a 1 day training session to train students to be Peer Supporters
- Facilitate the 10 weekly Peer Supporter sessions
- Support the Peer Supporters’ work, including the extension activities from the sessions, but ensure that it remains peer-led
- Involve other staff members and parents/carers in the Peer Supporters’ work to ensure a whole school approach
- Be a listening ear for Peer Supporters if they need to talk to someone about anything involved in the scheme

The role of the Peer Supporters
- To support each other; the Peer Supporter group can often act as a support to those in the group who have been bullied
- Support students who have bullied/been bullied
- Run activities and campaigns with peers, staff and parents/carers to reduce bullying behaviour, promote positive behaviour and encourage a supportive climate where difference is celebrated and respected
- Involvement in the review of bullying and behaviour policies and procedures to ensure they are effective and student-friendly
- Explore students’ experience of school, communicate any issues to staff and provide effective solutions to these issues
- Raise the profile of their anti-bullying work throughout the school

Recruiting students to be Peer Supporters
- Raise awareness of the Peer Supporter role within the school through posters and letters to parents/carers to gauge interest from students
- Ask students who are keen to become a Peer Supporter to complete a simple application form
- Review the application forms and ensure that you involve students and staff in the final selection
- The most effective Peer Supporter group includes a mix of students who have experienced bullying, students who have bullied and changed their behaviour, students who have haven’t been involved in bullying. All Peer Supporters should:
  - Be passionate about supporting their peers and tackling bullying
  - Show qualities of a leader and are good role models to others
  - Be seen as approachable and friendly by other students
  - Be representative of all year groups and peer groups
  - Show high levels of social and emotional skills, including empathy
  - Be proactive, responsible and committed to the cause
- The size of the Peer Supporter group depends on the size of the school. Typically Peer Supporter groups involve between 20 to 30 students.
Key factors to making the Peer Supporter scheme a success

- Bullying behaviour is not tolerated and this is reflected through the school’s values, culture and policies
- Difference is celebrated in the school and discrimination is not tolerated
- Staff and students understand and recognise the issues related to bullying and behaviour
- Staff and students understand the type of behaviour expected of them and this is clearly communicated
- Good behaviour is consistently recognised and celebrated
- Staff are excellent role models for students
- Staff, students and parents/carers understand what bullying is, the reasons people get bullied, how to deal with it, the impact it has and the importance of tackling it
- Staff feel confident to deal with bullying
- Staff follow a clear, effective and consistent procedure when dealing with incidents of bullying. This helps students and parents/carers understand what happens when they make a report, that their report is taken seriously and what the repercussions of bullying behaviour are
- Students know how and who they can report bullying to both inside and outside school
- Students know what they can do if they see bullying happening and understand the importance of being an upstander, not a bystander to bullying
- Students feel they have a voice and are consulted on key aspects of decision making
- Anti-bullying work and Peer Supporters have a high profile
- The Peer Supporters take a holistic approach to tackling bullying by running campaigns and activities which include staff, students and parents/carers
- Being a Peer Supporter is seen as a desirable role amongst students
- The Staff Peer Support Lead has support from the senior leadership team and other staff members

Involving parents/carers in the Peer Supporters’ work

Parents/carers are an integral part of the school’s ecosystem, particularly in relation to bullying and behaviour. Parents/carers know their child best and are usually the first ones to spot when their child is worried or upset. Parental/carer involvement is essential in order to create a school culture where students respect and are kind to each other. Staff and parents/carers need to keep an open dialogue to support vulnerable students and come up with effective solutions to resolve any issues related to bullying. Some of the ways parents/carers can be involved in the Peer Supporters anti-bullying campaign include:

- Involve Parent and Teacher Associations
- Take advantage of whole school events which parents/carers attend to promote the Peer Supporter’s work and deliver key messages to parents/carers
- Keep parents/carers updated with the Peer Supporters’ work through newsletters, the school website, social media and leaflets to send home
- Give students homework tasks which encourage them to discuss key issues with their parents/carers around bullying, behaviour and online safety
- Invite parents/carers along to help run the Peer Support sessions
- Encourage Peer Supporters to involve parents/carers in the review of key policies and procedures in the school and in campaigns and activities they run
Using the Peer Support resources

Peer Support Student Training Plan – This resource provides a step-by-step one-day training plan for the Staff Peer Support Lead to train students to be Peer Supporters. This training is essential for students to be effective in their role. Although the training can take place over two half days, rather than one full day, we advise that these must be consecutive days to ensure students retain the knowledge and can make the links between the activities.

10 Peer Supporter Sessions – These short sessions build on the Peer Supporters’ initial one-day training and continue to develop the skills and knowledge students need in their role. At the bottom of each session there is a ‘Bright Idea’ section for staff, students and parents/carers which provides examples of activities and campaigns the Peer Supporters and Staff Peer Support Lead can run outside the sessions to tackle bullying. If a Peer Support scheme is being set up for the first time, it is advisable to follow the proposed sequence of sessions. However, if something similar is already in place, only some of the sessions may be relevant. One session per week is recommended, either at lunchtime or after school.

Peer Supporters’ Campaign Material Pack – The campaign material has been written and designed for the Peer Supporters to use so we would recommend giving each, or some of the Peer Supporters a copy. It provides a list of campaigns and activities which the Peer Supporters can run in the school around particular topics e.g. racism, homophobia etc.

Peer Reflection Activities – The Peer Reflection Activities compliment both the Peer Supporter’s work and the set of SEL lessons. The activities encourage students to work together to reflect on their behaviour, identify how their emotions impact on their behaviour and come up with ways of moving from negative to positive emotions. The set of activities can be led by either Peer Supporters or the Staff Anti-Bullying Lead.

Parent/Carer Pack – ENABLE recognises the vital role parents/carers have to play in influencing and shaping a child’s behaviour and supporting children who are being bullied, or who have bullied someone. The Parent/Carer Pack contains advice around online and offline bullying and activities parents/carers can do with their child to develop social and emotional skills.

Level 1 and 2 certificates for Peer Supporters – ENABLE recommends that the Level 1 certificate should be presented to Peer Supporters after they have completed the one-day initial training and Level 2 once they have attended all 10 Peer Supporter Sessions. We leave it up to your discretion to decide which students should be given certificates.

ENABLE Ambassador School Certificate – Display in a prominent place to show that bullying is not tolerated and students and staff work together to ensure the school is a safe space for everyone.

Important Points to Remember

- All Peer Supporter sessions should be supervised and facilitated by a member of staff, although Peer Supporters can be allocated elements of the session to run themselves.
- The Staff Peer Support Lead should adhere to the school’s Child Protection Policy at all times if issues arise and confidential information is shared.
- Peer Supporters may come across sensitive issues in their role. Ensure that there is an adult that they can talk to about this if they need to.
- Peer Supporters should be clear about the procedure they need to go through if/when a student reports an issue to them. Session 6 and Session 8 have been designed to help the Staff Peer Support Lead to do this.
- Encourage Peer Supporters not to put themselves in vulnerable situations and only deal with low-level issues.
### Some online tools you may wish to explore

<table>
<thead>
<tr>
<th>Icon</th>
<th>Name</th>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="MoodMeter" /></td>
<td>MoodMeter (fee applies)</td>
<td><a href="http://moodmeterapp.com">http://moodmeterapp.com</a></td>
<td>The Mood Meter develops emotional intelligence over time. Learning to identify and label emotions is a critical step toward cultivating emotional intelligence.</td>
</tr>
<tr>
<td><img src="image" alt="MoodLytics" /></td>
<td>MoodLytics</td>
<td><a href="http://www.moodlytics.com/">http://www.moodlytics.com/</a></td>
<td>MoodLytics provides you with the opportunity to record your current or past mood using 'smiley' faces. This app also enables you to log how long your felt that way, why and who made you feel that way.</td>
</tr>
<tr>
<td><img src="image" alt="Activity and Mood Diary" /></td>
<td>Activity and Mood Diary by Ginsberg By The Scottish Government</td>
<td><a href="https://www.ginsberg.io/mobile-apps/">https://www.ginsberg.io/mobile-apps/</a></td>
<td>Ginsberg is for anyone that wants to improve their health and well-being by understanding themselves better. Use the Activity &amp; Mood Diary app to track your mood and physical well-being from your smartphone. View graphs and charts that show how your data changes over time.</td>
</tr>
<tr>
<td><img src="image" alt="Mood o Scope" /></td>
<td>Mood o Scope</td>
<td><a href="http://www.xlabz.com/products/categories/lifestyle/mood-o-scope">http://www.xlabz.com/products/categories/lifestyle/mood-o-scope</a></td>
<td>Mood O Scope is a simple mood tracker app specially designed to analyse your moods by maintaining a mood journal. What’s more, you can also tag people &amp; places to moods, add a photo to make it more nostalgic and analyze your mood patterns - all within the app.</td>
</tr>
<tr>
<td><img src="image" alt="T2 Mood Tracker" /></td>
<td>T2 Mood Tracker</td>
<td><a href="http://t2health.dcoe.mil/apps/t2-mood-tracker">http://t2health.dcoe.mil/apps/t2-mood-tracker</a></td>
<td>T2 Mood Tracker is a mobile application that allows users to monitor and track emotional health. Originally developed as a tool for service members to easily record and review their behavior changes, it has now become very popular with many civilian users around the world. The app records a range of emotions for anxiety, depression, head injury, stress and a user’s general well-being. Users can also create items to track their progress in unique areas.</td>
</tr>
</tbody>
</table>
Creating the right environment

Dealing with disclosures

Lessons that include social and emotional aspects can often, by their very nature, open children and young people up in terms of what they reveal to you and their peers, particularly if you have created a supportive environment for those conversations to happen. Occasionally, you may hear information that gives you cause for concern over a child’s safety or well-being; in these cases you have a professional duty of care to intervene in a way that supports the child.

“Disclosures” can be indicators of underlying risk and, as with any safeguarding issue, need to follow due process, not only to protect the child but to ensure the school meets its safeguarding obligation.
Procedure may vary depending on country or region; however, the following list may provide some key points in managing a disclosure from a child or young person (adapted from Kent CC UK)\(^{16}\).

A. Remember that the child’s welfare and interests must be the paramount consideration at all times.

B. Listen carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.

C. Do not show shock at what you are hearing. This may discourage the child from continuing the disclosure.

D. Do not investigate. If you need to clarify what is being said and whether the child is at risk, ask open questions but only to the point of clarification being achieved. Avoid the question ‘why?’ as this can imply guilt / responsibility on the child.

E. Stay calm and reassure the child that s/he has done the right thing in talking to you.

F. Never promise to keep a secret or confidentiality. You have a duty to ensure the information is passed on to the relevant authority in order to keep the child safe. Make sure the child understands what will happen next with his/her information.

G. Record factually what the child has told you / what you have observed ASAP.

H. If you have seen bruising or an injury, use a body map to record details.

I. Inform your School Leader or Child Protection Lead as soon as possible.

J. All information should remain confidential to those who ‘need to know’.

K. Maintain contact with the child. The child has trusted you enough to ‘tell’, and will need to know that s/he is not rejected as a result and may need continued support.

L. Ensure that you have support for yourself in managing the information you have received.

\(^{16}\) https://goo.gl/XJ6T8Q
Adapting class layout and teaching styles

In many classrooms, a flexible classroom layout may be a difficult thing to achieve, given that it can often involve a great deal of furniture moving and there may not be enough time in a short lesson period to do so. However, the more flexible the space in which ENABLE activities take place, the more choice there may be for a wider range of teaching and learning approaches.

The list below summarises some of those approaches that are particularly suitable for ENABLE (adapted from the National PSHE CPD Learning Conference UK 2010)\(^\text{17}\).

**Agony aunt/uncle**

Small groups of three to four. Each group takes on the role of an agony aunt or uncle. The group is asked to respond to an imaginary emotional problem or scenario. Groups may wish to share their solutions.

**Buzz group**

Small groups of three to four. Groups are asked to discuss a dilemma or situation for a short, specified time, then return to the large group to discuss ideas.

**Carousel**

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed with ease by one or another circle moving round one place.

**Circle time / Circle discussion**

Structured discussion where all participants sit in a circle – representing an inclusive and safe environment within which to discuss an issue or idea. Uses strategies such as silent statements (change places if you think that...), stem sentences (what I’m looking forward to most about becoming an adult is...), optional rounds (thumbs up if you’d like to say something about...) and open forum discussion.

**Consequences**

Each group considers the possible options and consequences of a situation. It is important to consider realistic consequences, both positive and negative.

**Continuum**

An imaginary line is drawn down the room. Students are told that one end of the line represents one extreme viewpoint, and the other end represents the opposite view. Statements relating to a particular issue are read out, and students stand along the continuum according to what they think. Students may discuss their view with someone else nearby, and/or with someone who has a different view.

**Corridor of conscience**

Class line-up in two lines as ‘corridor’ the individual walks down. Each child/young person in the corridor shouts out suggestions/advice/feelings to the individual walking. Could be used to explore a moral dilemma.

**Data search**

Children/young people search through a selection of resources to find out information and answers to questions. Children/young people could devise their own questions, or set questions for another group to answer.

Debate - active
Children/young people have to decide to agree or disagree with a statement and move to the corresponding part of the room. They then discuss their opinion with other people in their group and decide upon the three main reasons why they have chosen to take that side, these are then shared with the class. Everyone is given an opportunity to change sides if convinced by the arguments of another group. Can be expanded into strongly agree, agree, disagree, strongly disagree.

Debate - formal
A motion is decided on for discussion. Two opposing views are then presented to the children/young people with relevant information or supporting evidence. After a question-and-answer session and discussion, the group votes for or against the motion.

Diamond 9
Small groups are given prepared cards (nine or more), each with a statement relating to an issue for discussion, e.g. ‘The qualities of a good friend’. Each group arranges nine cards in the shape of a diamond to represent their views on the relative importance of each statement. Children/young people can also be given the opportunity to suggest their own statements for cards.

Drama / role play/simulations
Can be facilitated by theatre in education groups.

Draw and write
Children/young people are asked to draw and/or write in response to a specific question, (e.g. in the box draw yourself showing where you might be standing when watching an argument developing. Write about these changes.) Can be used as needs assessment before a unit of work and/or assessment afterwards.

Envoys
Various groups of children/young people are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

Film / TV
For example, films or TV soaps with bullying storylines supported by follow-up discussion, hot-seating of characters.

Fishbowl
One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally, or to look for specific things. They could have a checklist of things to look for.

Graffiti boards
Children/young people are asked to write comments/opinions/facts onto a large piece of paper that can then be displayed. Alternatively, each person may be given a piece of card, which can then be part of a ‘wall’ to which they all contribute. Interactive ICT Educational software can be used. Children/young people can also be given use of video recorders/digital cameras/computers to prepare presentations on a given topic.

Literature
Children’s literature can be combined with techniques such as hot-seating of characters/ agony aunt letters.
Matching this
Activity requires cards to be made up which can then be matched together by the children/young people. For example, cards with the names of positive emotions may be matched to opposite negative emotions.

Media analysis
For example, consider bullying issues reported in newspapers, how different types of bullying is portrayed in TV soaps.

Mind maps
Write an issue, topic or problem in the middle of a page. Branch out from the centre with the main themes and continue to branch out the ideas as far as possible.

Peer education
Individuals of the same or similar ages act as educators or mentors, e.g. small groups could research different topics and then teach the other groups about their topic.

Puppets
A distancing technique that can be used to discuss issues that are sensitive or embarrassing.

Question boxes / ask-it baskets
Children/young people write down questions, anonymously if preferred, and post them in a question box or ask-it basket. The staff member or other students may choose to answer.

Whilst this is not an exhaustive list, it may prompt a wider range of learning styles and classroom arrangements in addition to driving student engagement.

Learning Agreements
When discussing topics of a sensitive nature it is important to ensure that all involved understand the expectations and controls surrounding a session in order that all involved feel safe and protected.

To ensure those expectations are clearly understood, it is important to share them in the form of a “Learning Agreement” at appropriate points in the programme, in particular those activities that involve the sharing of feelings, emotions and opinions. This may include the following advice:

- Look after yourself and others in the class!
- Treat one another with respect!
- Confidentiality - think about what you are saying; that it doesn’t make someone feel uncomfortable or that it is not confidential information that you are talking about!
- Think carefully when you are discussing issues of race, gender, sexuality, age, disability, culture and religion!
- Active participation - be prepared to work in pairs/groups. You have the right to pass on an individual question if you feel uncomfortable but the responsibility to participate in discussions!
- If you are upset by anything said in the class, make sure you know what to do and who you can talk to about it!
- Remember that we are trying to encourage everybody in our school to make a positive contribution to minimising bullying, and we all want to work towards that aim!

It is always worthwhile re-visiting these points throughout the lesson sequences to reinforce these clear expectations into class culture. As part of a wider school culture these values should be seen valuable in promoting a culture of acceptance in all matters.
**Weblinks**

**Common Sense Media – Digital Literacy and Citizenship Curriculum**

Cyberbullying Be Upstanding –
https://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8

Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations. Students reflect on what it means to be brave and to stand up for others. They fill out the Why Care? Student Handout, create a diagram of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.

**Cyberbullying – Crossing the Line**
https://www.commonsensemedia.org/educators/lesson/cyberbullying-crossing-line-6-8

Students learn to distinguish good-natured teasing from cyberbullying. Students learn about serious forms of cyberbullying. Students watch the video “Stacey’s Story – When Rumors Escalate,” a documentary-style story in which a girl reflects on what it was like to be the target of cyberbullying. Students then discuss the video and related case studies in the Cyberbullying: Crossing the Line Discussion Guide.

**Turn down the dial on Cyberbullying and Online Cruelty**
https://www.commonsensemedia.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10

Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly. Students view the video, “Ricardo’s Story – Making Fun of Others Online,” and identify the factors that contribute to online cruelty. Students then watch the video, “Stacey’s Story – When Rumors Escalate,” identify the roles of various players in the video, and describe what upstanders can do to lessen the effects of this online cruelty. Students then create diagrams on their Dial It Down Student Handout to show how online cruelty can either escalate or de-escalate.

**Tagged - Australian Office of Childrens’ E-Safety Commissioner**
https://www.esafety.gov.au/education-resources/classroom-resources/tagged

Tagged encourages young people to reflect on the real life consequences caused by cyberbullying, sexting, and a negative digital reputation.

**Childnet – Lesson Resources on Cyberbullying**

Resources include the “Lets fight it together” film, teachers notes and the Digizen game.

**Anti-Bullying Alliance – school gate scenario**

The aim is to get the children to understand that bullying is always a group activity and that we all have the power to stop it. We all need to act as defenders.

**Resources highlighted in the Times Education Supplement:**

**Beat Bullying Lesson – How do we making bullying unacceptable?**
https://www.tes.co.uk/teaching-resource/beatbullying--tes-live-lesson-plan-6303305

The lesson contains a number of practical group activities to investigate bullying and the effect it can have on others.
Anti-bullying and Conflict Resolution
https://www.tes.co.uk/teaching-resource/anti-bullying-and-conflict-resolution-lesson-plans-and-resources-6011130
The lesson aims to develop an awareness and definition of bullying and conflict, identify types of bullying and explore the roles of victims, bullies and bystanders.

Film Club – anti-bullying film clips – “Words can hurt”
https://www.tes.co.uk/teaching-resource/-words-can-hurt-film-seasons-anti-bullying-6134092
FILMCLUB has curated two thought-provoking seasons of films, in which bullying is a major theme - for Primary and Secondary school children - to help teachers and students explore the issues surrounding this year’s Anti-Bullying Week theme, ‘Words Can Hurt’. Each film in the ‘Words Can Hurt’ seasons deal with a different area of bullying, and is accompanied by detailed film guides which include review starters and discussion points for teachers to fully explore the themes raised in the film.

Film Club – Anti-bullying on film
https://www.tes.co.uk/teaching-resource/anti-bullying-on-film-11070857
This resource, produced with support from the Anti-Bullying Alliance, has been designed to enable teachers to use the accessible and inclusive medium of film to promote discussion not only about bullying, but also about related themes such as friendship, standing up for what is right, cyberbullying and the power of groups, positive and negative.

Film Club - Making Bullying Unacceptable Through Film
https://www.tes.co.uk/teaching-resource/making-bullying-unacceptable-through-film-6299467
This is a teaching guide that has been developed by FILMCLUB. The guide is appropriate for all Key Stages and uses film to highlight the effects of bullying and the importance of not standing by and allowing someone to be a victim. Thought-provoking questions and activities are included in the resource to encourage your students to think about how the scenarios in the films can be applied to real life.

The Present Takers
https://www.tes.co.uk/teaching-resource/the-present-takers--bullying-6041067
This programme of lessons encourages students to discuss, research and therefore de-mystify bullying in an informed atmosphere. The lessons are loosely planned and informal in style so as to encourage free discussion. Students are to be encouraged to learn about...(bullying and its surrounding issues) rather than to learn from...(teachers or texts). The fiction text is used only as a ‘springboard’ and may or may not be read from start to finish as time or level of ability allows. Important extracts are given under resources after the lessons themselves.

Assembly Plan: Stop and Think – Words can hurt
https://www.tes.co.uk/teaching-resource/assembly-plan-secondary--stop-and-think-6133107
An interactive assembly exploring the power of words and positivity.

Secret Supporter – Solo Mission
https://www.tes.co.uk/teaching-resource/secret-supporter-6299641
This resource is an individual mission which you can encourage your students to take. The challenge is to let someone they know that they value them, without the person finding out that they are their ‘Secret Supporter’. This mission helps young people develop their positive and quick thinking skills and is appropriate for Key Stages 3 and 4.

Anti-bullying audit questionnaire
https://www.tes.co.uk/teaching-resource/bullying-audit-questionnaire-for-ks-3-4-6296019
Anonymous audit for KS3-4 students, to gauge levels of bullying in schools.
ENABLE multi-modal activities

Whilst the lessons themselves consist of structured activities, there are additional supporting activities that are both cross-curricular in approach and take advantage of a variety of media.

The multi-modal approach encourages a range of benefits:

- Opportunities for reinforcing behavioural strategies across the broader curriculum
- Broadens ownership of ENABLE across a wider staff and student body
- Provides a variety of routes for students to express their emotional interpretations
- Opportunities for staff to capitalise on their own individual strengths and expertise
- Encourages a wide range of publishing platforms for students to communicate or celebrate their messages or achievement
- Reinforces emotional interpretation through a variety of media

The list below provides a non-definitive range of opportunities that staff may wish to explore to reinforce the ENABLE lesson content.

**WRITING**

**Curation**
Exploring authors who have written about emotion, trauma or resolution
Poetry that expresses an emotional response to conflict

**Reports**
Newspaper reports; writing in an investigative journalist style on an imaginary or real bullying incident that draws information, quotes and opinions from the people involved
Example of a newspaper generator at [http://newspaper.jaguarpaw.co.uk/](http://newspaper.jaguarpaw.co.uk/)

**Police reports**

**Recounts**
Recounts of the same bullying incident based on role and perspective. Clear focus on opinion and how some of these roles may recount the incident.

- Perpetrator
- Victim
- Joker
- Follower
- Conscience
- Observer

**Persuasion**
Writing in a persuasive style to encourage change which could include:

- Making the case for a better school climate
- Persuading a non-participant to become an active agent for change
- Persuading perpetrators to change their ways
Non-chronological writing
Create an information leaflet/pamphlet on anti-bullying strategies with multiple contributions from the group. It could have a generic, country or school focus. Information article on some of the key aspects of social and emotional skills and how they might impact on bullying Writing frames and structures can be found at https://www.tes.com/teaching-resource/non-chronological-leaflet-model-6445769

Fiction
Create short scenarios based on bullying incidents and share/publish with the wider group. Storyboard or enact scenarios you have created. Write a story in a fable genre whose message/moral reinforces an ENABLE strategy. Writing frames and advice on fable writing can be found on this Pinterest page https://www.pinterest.com/explore/writing-graphic-organizers/

Poetry
Poetry can offer a range of alternative avenues for expression that formal prose cannot. Some ideas and forms are listed below:

Abstract
  - Wordwall
  - Wordbanks
Structured
  - Kennings https://www.youngwriters.co.uk/types-kennings
  - Calligrams (Shape Poems) https://en.wikipedia.org/wiki/Calligram
  - Haiku https://www.youngwriters.co.uk/types-haiku-poem
  - Acrostic https://www.youngwriters.co.uk/types-acrostic
  - Cinquain https://www.youngwriters.co.uk/types-cinquain
Free
  - Descriptive
  - Ballad
  - Ode
  - Song lyric http://www.wikihow.com/Write-Song-Lyrics
  - Rhyming dictionary for song lyrics http://www.rhymezone.com/
  - Rap http://www.rappad.co/

HUMANITIES
Comparison of different countries and incidents, pattern etc.
  - Statistics
  - Legal perspectives
  - Culture

Mapping different approaches in partner countries

Barriers to progress in a global village
Environments online are global
How does culture affect resolution?
MUSIC

Abstract composition
Soundscapes. Creating ambient backgrounds to associate with a variety of emotions. Using ambient sound to create a mood within a group or a classroom.
Ambient music generator at http://www.dronefx.com/projects/dronefx/
Ambient sound/atmosphere tool available at http://www.ambient-mixer.com/

Songs
Accompaniment. Using prepared backing tracks to sing lyrics over. (Karaoke tracks can be found on many music streaming sites that will have free trial accounts e.g. Spotify)

Rap
Lyric composition
Rhyming dictionaries http://www.rhymezone.com/
Thesaurus http://www.thesaurus.com/

Structured musical pieces
For those students studying music or with musical ability, their own use of instruments and playing styles often offers additional opportunities for expression beyond the written.
For those students needing support there are many online composition tools that produce excellent results.
Examples are:
Soundation https://soundation.com/studio
AudioSauna http://www.audiosauna.com/studio/
OhmStudio https://www.ohmstudio.com/home

Curation
Examples that reflect different emotions
Examples that relay important messages
Soundtrack choice for other activities
Examples that affect mood in a classroom (background music)

TECHNOLOGY

Research
Web research
Academic articles
Comparative sources
Organisation websites
Expert groups
Personal websites

Press and media
Examples to deconstruct for scenarios
Examining press bias and or opinion

Collaboration
Social Media provides an excellent platform to share and publish ideas or to celebrate achievement through a whole variety of forms that includes:
Making ENABLE Work

Blogs Blogger https://www.blogger.com/
Web Create a website for free with Wix http://www.wix.com/
Social media streams Twitter Facebook Instagram

Mindmapping is an effective medium for gathering ideas and forming and structuring strategies. Online collaborative mindmap programs allow a large number of people to contribute to the same map at once. Some examples are:
Mindmeister https://www.mindmeister.com
MindMup https://www.mindmup.com/
Coggle https://coggle.it/

Collaborative writing and discussion can be also effective using the Google App suite of tools which can be found at https://www.google.co.uk/edu/products/productivity-tools/

COMMUNICATION

Online tools provide a whole host of environments and media to express ideas. These include:

Presentation technologies
Powerpoint https://office.live.com/start/PowerPoint.aspx
HaikuDeck https://www.haikudeck.com/
PowToon http://www.powtoon.com/
VideoScribe http://www_videoscribe_co/

Video
Talking Heads
Vignettes
Movie Trailers e.g. iMovie
Recording sessions
VoxPops
Interviews
Video broadcasting
Periscope https://www.periscope.tv/
Meerkat https://meerkatapp.co/
Stringwire https://www.stringwire.com/

Audio
Interviews
Soundbites

Digital images
Collage http://www.photocollage.net/
Recording sessions
Tableau
Illustration for written pieces
Social Media Streams

- Facebook Pages
- Instagram feeds
- Twitter feeds

Toolsets

- Life trackers
- Mood apps
  - Life Charge app
  - Moodmeter
  - T2 Moodtracker
  - Mood Track Diary
  - Magic Mood HD
- Well-being apps
  - Stop Breathe Think
  - Wellness Coach app
  - How’s it going? app
  - Witty app

DRAMA

Curation

Film TV and Media as examples are a powerful medium to illustrate a wider range of emotions. Some sources may be found at:

- YouTube http://www.youtube.com/
- British Film Institute Archive (UK Schools Only)

Composition

- Short plays
- Vignettes
- Playscripts
- Tableau and active drama

Role-playing

- Exploration of issues
- Practising effective strategies

ART

Curation

Examples of classic or modern art pieces that express particular emotions
Grouping existing art pieces around a common theme

Sources of modern and classical art can be found at:
- Google LIFE archive http://images.google.com/hosted/life
- TATE Online http://www.tate.org.uk/
- National Gallery UK http://www.nationalgallery.org.uk
**Composition**

**Abstract**

Exploring colour and abstract form in relation to emotion

**Concrete**

Still life tableau


**Design**

Posters Canva Poster Creator [https://www.canva.com/create/posters/](https://www.canva.com/create/posters/)


Web-design


Prompt cards

**MODERN LANGUAGES**

**Translation**

Comparative emotional vocabulary across languages


**Comparison**

Nuance and meaning

Identifying issues

**STEM**

**Measuring success**

Survey

Survey Monkey [https://www.surveymonkey.com/](https://www.surveymonkey.com/)

Google Forms [https://www.google.com/forms/about/](https://www.google.com/forms/about/)

Analysis


Google Sheets [https://www.google.com/sheets/about/](https://www.google.com/sheets/about/)

OTHER COMPARATIVE SCHEMES

KiVa
http://www.kivaprogram.net/
KiVa is a research-based antibullying program that has been developed in the University of Turku, Finland, with funding from the Ministry of Education and Culture. The effectiveness of KiVa has been shown in a large randomized controlled trial. In Finland, KiVa is a sought-after program: 90% of all comprehensive schools in the country are registered KiVa schools implementing the program.

Ruler
http://ei.yale.edu/ruler/ruler-overview/
From the Yale Center for Emotional Intelligence...RULER is an evidence-based approach that helps schools integrate emotional intelligence into their everyday practice.

Second Step
http://www.cfchildren.org/second-step
Supported by music and videos, take-home activities, and stories kids relate to, the developmentally appropriate Second Step lessons have helped teachers instill social-emotional skills in their students for over 20 years. Best of all, the student lessons are easy to teach, right out of the box!

Olweus
http://www.olweusinternational.no/
With over thirty-five years of research and successful implementation all over the world, Olweus Bullying Prevention Programme is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.